

RAC School Improvement Plan Template Instructions

Template Version 4.3

Date of Version 3/26/15

INSTRUCTIONS: Please follow the steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the **step number in green** on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the **purple button** on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file **RACREGION#_CDS_School Name.xls**. Example **RAC4_000000001_NJElementary.xls**

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
- 4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
- 5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.
- 6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:
 - . What does this metric tell you?
 - . What questions arise from these data?
 - . What other forms of data would you like to review?
 - . What is the impact on achievement?
 - . What trends emerge?
- 7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
- 8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

Review output and check quality of information

- 9 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.
- 10 Go to sheet "Confirmation." Follow the instructions on the sheet.
- 11 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 12 Review pages and correct any sheet as necessary.
- 13 Submit file to RAC staff.

Modifying Cells to Display Text/Adjusting Row Height

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

For questions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.



Collaboration Coaching Coherence

School:	2 Texas Avenue
Region:	7
County:	Atlantic
District:	Atlantic City
CDS:	010110060
RAC Classification:	Focus
Rationale:	Highest Within-School Gaps: <i>Special Ed, LEP</i>

School Improvement Plan Committee Members

[RETURN TO INSTRUCTIONS](#)

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

3

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

Please insert an "X" to indicate participation in:

Position	Name	Email	Phone Number	Quality School Review (QSR) / Needs Assessment	Development of SMART Goals & Intervention Strategies	Signature	Date
Principal	Charles Wilson	cwilson@acboe.org	609-343-7350	x	x		
Vice-Principal	Bohdan Christian	bohdanchristian@acboe.org	609-343-7350	x	x		
ELA Coach - Primary	Adrianne Lelli	alelli@acboe.org	609-343-7350	x	x		
ELA Coach - Intermediate	Nina Washington	ninawashington@acboe.org	609-343-7350	x	x		
Math Coach	Jose Jacobo	jjacobo@acboe.org	609-343-7350	x	x		
ESL/Bil. Coach	Omayra Irizarry	oirizarry@acboe.org	609-343-7350	x	x		
District SIOP trainer	Maryann Mena	mmena@acboe.org	609-343-7350	x	x		
BSI Teacher	Kim Blankenbuehler	kblankenbuehler@acboe.org	609-343-7350	x	x		
ESL Teacher	Jennifer Couthen	jcouthen@acboe.org	609-343-7350	x	x		
Sp.Ed. Teachers	Jen Fisher Kathryn Howard	jfisher@acboe.org khoward@acboe.org		x x	x x		
Teachers	James Escarge	jescarge@acboe.org	609-343-7350	x	x		
Teachers	Camelia Cherry Bharati Advani	cexantus@acboe.org badvani@acboe.org	609-343-7350	x x	x x		

Teachers	Janine Riggins Ron Quinn	jriggins@acboe.org rquinn@acboe.org	609-343-7350	x x	x x		
Tech Coordinator	Francie Josephsen	fjosephsen@acboe.org	609-343-7350		x		
Guidance Counselor RAC ED	Richard Prince Patricia Wulk	rprince@acboe.org patricia.wulk@doe.state.nj.us	609-343-7350 856-986-9257	x	x		

QSR and Intervention Strategy Development Process

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

4

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

[RETURN TO INSTRUCTIONS](#)

Date	Topic	Attendees	Agenda on File	Minutes on File
3/26/2015	QSR	School Leadership Team	No	No
4/1/2015	QSR	School Leadership Team	No	No
4/2/2015	Plan Development	School Leadership Team	Yes	Yes
4/14/2015	Plan Development	School Leadership Team	Yes	Yes
4/21/2015	Plan Development	School Leadership Team	Yes	Yes
4/22/2015	Plan Development	School Leadership Team	Yes	No
4/23/2015	Plan Development	Mrs. Couthen, Ms. Washington, Dr. Ri	No	No
5/1/2015	Plan Development	Mrs. Couthen, Ms. Washington, Dr. Ri	No	No
5/20/2015	Plan Development	See sign in sheet	No	No
5/21/2015	Plan Development	Riggins, Blankenbuehler, Escarge, Adv	No	No
5/22/2015	Plan Development	See sign in sheet	No	Yes
5/26/2015	Plan Development	Advani, Riggins, Couthen, Blankenbue	No	Yes
5/27/2015	Plan Development	Advani, Riggins, Wilson, Christian	No	Yes

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

RETURN TO INSTRUCTIONS

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	2 - Developing	The school has a very active School Leadership Team whose members represent a wide range of expertise including district level coaches for ELA and Math. Regular articulation with parents occurs throughout the year via Open House, PAC meetings, and report card conferences. SMART Goals, vision & mission are reviewed with all staff during opening year professional development workshops and throughout the year during regularly scheduled staff meetings. Multiple data sources are in place to regularly assess staff and student progress (PPMCC, Math Benchmarks, ELA assessments, LOTI walk-throughs, teacher observations, SGOs).	New SMART goals will be implemented beginning September 2015. All teachers will be required to effectively utilize data analysis to drive instructional decisions. All staff members will be made aware of and encouraged to take an active roll in the SIP beginning with opportunities for professional development in July. Using PPMCCs, portfolios, and Math Benchmark results, administrators and coaches will demonstrate how to make instructional decisions based on an analysis of the data for each student. Staff will have more access to absentee data. The School Leadership Team will meet once per month to review implementation progress and maintain the SIP tracker. NOTE: Indicator 1.5: It is not feasible for "all staff" to be observed "for at least 10 minutes on a weekly basis", based on the size of the staff and the number of building administrators.
	1.2	2 - Developing		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	2 - Developing		
	1.6	2 - Developing		
	1.7	2 - Developing		
	1.8	2 - Developing		
	1.9	3 - Proficient		
	1.10	3 - Proficient		
2- School Climate & Culture	2.1	3 - Proficient	Numerous programs are in place to promote a positive school climate: teacher of the year honored; school pledge each morning; school-wide anti-bullying program; oratorical contest; Tzu Chi character education programs; and Barnabas Health character education lessons for middle school. Information is also shared with parents via the student/parent handbook within Agenda notebooks which are provided for each student. On-going PD is provided via Math & ELA Principal's meetings throughout the year; LOTI walk-throughs; SGOs; teacher observations.	Focus on communication with the entire school community via EdConnec, flyers, website messages. Parent outreach efforts will methods must be enhanced. Continue to focus academic initiatives to prepare students for college and career. Ensure that the new slogan, motto, and vision statement are infused throughout the school. Revise and update student/parent handbook including translation 5 languages. A Building Maintenance report form will be available for staff to address needs or concerns throughout the school year.
	2.2	2 - Developing		
	2.3	2 - Developing		
3 - Effective Instruction	3.1	2 - Developing	Instruction is monitored closely through a variety of methods, (LOTI walk-throughs; SGOs; teacher observations; PLC meetings; lesson plans; and RAC visits). Teachers continually assess student progress using PPMCCs, ELA and Math benchmark results, Guided Reading anecdotal notes, Writing conference notes, and Reading conference notes. All teachers are certified and highly qualified. A school climate survey (staff, parents and students) is administered annually.	Meetings (ex: PLCs, staff meetings, and Principal's Meetings) will include a review of data analysis in order to continuously guide instructional decision making. Student to teacher ratio needs to be reviewed closely in order to provide support (differentiate, scaffold, BSI, ESL, LLI) for students who are below grade level. Students within subgroups need consistent and intensive intervention. Additional PD is required so that all teachers are prepared to consistently implement the CCSS and provide support for students within our lowest subgroups. Teachers will review quarterly goals through PLC meetings and will turn-key those goals to their students.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	3 - Proficient		
	3.5	2 - Developing		
	3.6	2 - Developing		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	Currently, the district curriculum is aligned to CCSS. Multiple measures are in place to support rigorous instruction (LOTI walk-throughs; SGOs; teacher observations; PLC meetings; Math and Reading Benchmarks, Schlagal, Slosson, EPASK and SRI; unit maps for ELA and "Fast Eddie" intervention packets for Math; PLC meetings).	Lack of adequate staffing due to district hiring freeze resulted in insufficient level of interventions provided for subgroups. Highly trained BSI and ESL teachers are needed for each grade level.
	4.2	2 - Developing		
	4.3	2 - Developing		
	4.4	2 - Developing		
	4.5	2 - Developing		

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

[RETURN TO INSTRUCTIONS](#)

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	2 - Developing	The district utilizes a new online application system (AppliTrak) and a new hiring documentation package checklist was provided for administrators. New teachers are mentored. Teachers have the option to attend additional PD. SIOP training was conducted beginning in 2014-15 and is on-going but not completed. Teachers will be invited to PD during the summer via Texas Ave. School's Summer PD Institute, which will offer professional development sessions and review of SIP SMART Goals (Summer 2015) presented by School Leadership Team members. Each classroom is staffed with highly qualified teachers and the principal considers staff's strengths and certifications when changes in teaching assignments are made.	Lack of adequate staffing due to district hiring freeze resulted in insufficient level of interventions provided for subgroups. Reconfigure grade level teams by strategically placing teachers based on his/her strengths, effectiveness and motivation, qualifications, and level of training in a particular area. Restructure 6th grade to include departmentalization in collaboration with central office, with the possibility of departmentalizing 5th grade.
	5.2	3 - Proficient		
	5.3	2 - Developing		
	5.4	2 - Developing		
	5.5	2 - Developing		
6 - Enabling the Effective Use of Data	6.1	2 - Developing	Multiple assessments are used to monitor student progress, (beginning of the year benchmarking in Math and Reading; Schlagal, Slosson, SRI, ePASK, etc.). Data derived from these assessments inform instructional decisions and serve as the basis for the forming of small intervention groups within each class. Data analysis is completed regularly and reviewed with grade level teams during PLC meetings.	Monthly PAC meetings will be used to introduce parents to new academic initiatives and programs, review Interim reports and report cards, and share assessment results. Parent PD sessions will provide additional support for families who are in need of guidance in how to become an active support for academics within the home.
	6.2	2 - Developing		
	6.3	2 - Developing		
7- Effective Use of Time	7.1	2 - Developing	Changes made to the master schedule proved to be an effective improvement. Some vertical articulation meetings were made possible with the current schedule.	Master schedule must be reviewed and updated to accommodate departmentalization of 6th grade (and possibly 5th grade), and to allow SE, ESL, BSI at all grade levels to attend PLCs.
	7.2	2 - Developing		
	7.3	2 - Developing		
8- Family & Community Engagement	8.1	3 - Proficient	Families are engaged in a variety of activities throughout the school year. There is an in-house foundation to help families who are in dire need of money, food, clothing. Tzu Chi Foundation helps supply students with uniforms and provides mentoring workshops to build character. Local businesses actively sponsor various events throughout the school year. FAST grants provide resources for our two target groups, ESL and SE students. PRIDE grants were used to promote community interaction during Open House and Career Day. Monthly PAC meetings are held to disclose information on local resources. Health screenings are provided free of charge for parents. Parent volunteers assisted with MayFest activities.	Increase staff awareness of cultural customs of TAS population as they relate to academic outcomes. Staff will provide activities and programs to promote college and career path awareness. Monitor academic progress and achievement of students, focusing on the needs of the Latino and Asian-Pacific Island population within the Texas Ave community and working closely with the parents of students who function below grade level. Attendance issues will be addressed aggressively.
	8.2	3 - Proficient		

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	ELA & MATH: Transiency rate impacts student achievement. Students travel abroad for extended periods of time and return after several weeks/months. During that time many are unschooled. Roughly 50% of the total population are currently ELL. Over 94% of the school population speaks a language	School Accountability Progress Targets	ELA: School wide: Target = 58.2%, currently at 39.6%; Target was not met. MATH: School wide target = 71.8%, currently we are at 58.1%; Target was met. Economically Disadvantaged Students = 96% Students with Disabilities = 15% Limited English Proficiency = 15% Overall Transiency Rate = ____% Out-of-Country Transiency Rate (leave the	A significant quantity of students who are proficient and advanced proficient academically, who demonstrated artistic talent that matched specific district level programs were transferred to other schools that housed those academies. How did these student movements impact or possibly skew test scores? Interventions are not consistently provided for students within subgroups due to lack of staffing. Within district student transiency (between schools) may impact student success.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	No coteaching model defined school-wide. ELA interventions not fully implemented. This was due in part to staff movement and a lack of necessary training for assigned positions. Due to district budget constraints additional teachers may be laid off.	School Accountability Progress Targets	ELA: Students with disabilities: Currently the passing rate is 0%; Target will be 41.5% for 2014-15. Limited English Proficiency Students: Current passing rate = 18.5%; Target will be 41.1% for 2014-15. MATH: Students with disabilities: Currently the passing rate is 23.5% and met the target of 38.6%. Target will be 51% for 2014-15.	Students in both subgroups are far below target. Major school-wide change is essential in order to propel exponential growth. As a RAC school, we require additional funding to provide the types of academic supports our subgroup students require in order to achieve. Our students are being short-changed, as compared to other schools in our district.
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) 	edConnect; Data management system	MATH: Quarterly benchmarks were administered for all students in Grades K-8 Primary ELA: Total number of students who participated in Primary Assessments in Grades K-2 = 224 (K = 76, 1st gr. = 67, 2nd gr. = 81) Intermediate ELA: SRI was administered twice for grades 3rd - 8th: once in the fall and once in the spring (Total number tested school-wide = 382 students. Grade 3, 72 students tested including 43 LEP. Grade 4, 53 students tested	Students schoolwide are participating in benchmark assessments throughout the school year in both Math and ELA.
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify patterns by grade/subject/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify change over time Identify patterns by chronic absenteeism 	edConnect; Data management system	School-Wide: Primary ELA: Benchmark Assessment: K: Fall 2013 = 9 % on or above level; Spring 2014 = 43 % on or above level 1: Fall 2013 = 40 % on or above level; Spring 2014 = 37 % on or above level 2: Fall 2013 = 33 % on or above level; Spring 2014 = 41 % on or above level Intermediate ELA: School-wide Data: 87 students/23% below basic, 136 students/36%	Students with disabilities will take benchmarks with all accommodations based on IEP to ensure maximum potential for success. Intermediate - How do we resolve inconsistencies between benchmarks, SRI, and Guided Reading levels?

Data Review & Analysis

6

RETURN TO INSTRUCTIONS

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department/subject Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); Identify patterns by chronic absenteeism 	Title I Accountability Data System	School-Wide: Grade 3: ELA: Partially Proficient = 58%; Proficient = 41%; Advanced Proficient = 1% Grade 4: ELA: Partially Proficient = 74%; Proficient = 23%; Advanced Proficient = 3% Grade 5: ELA: Partially Proficient = 67%; Proficient = 29%; Advanced Proficient = 4% Grade 6: ELA: Partially Proficient = 56%; Proficient = 42%; Advanced Proficient = 2% Grade 3: MATH: Partially Proficient = 26%;	The data indicates that there are more students overall who are advanced proficient in Math as compared to ELA school-wide. There are also more partially proficient students in ELA than Math.
SGP	Student growth on state assessments (2013-2014) grades 4-8	<ul style="list-style-type: none"> Identify overall schoolwide growth performance by content Identify interaction between student proficiency level on the NJ ASK and student growth scores 	School Performance Reports	Student growth on ELA: 43% (target met) Student growth on Math: 58% (target met)	Student growth rate exceeds the statewide target of 35%.
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade level 	AMAO Data Report	AMAO met for 2013-2014	Writing scores gains are not consistent with gains made overall in speaking, listening, and reading. ESL staff will continue targeted intervention in Writing.
Environmental					
Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> Identify overall enrollment and trends Identify enrollment by grade and subgroup 	District SIS	Total School Population = 585 K = 70; 1st = 61; 2nd = 81; 3rd = 73; 4th = 55; 5th = 51; 6th = 66; 7th = 69; 8th = 59 Subgroups: Free/reduced lunch program = 96.7%; Limited English Proficiency = 43.8%; Special Education = 5.4%	The number of special education students has been increasing.

Data Review & Analysis

6

RETURN TO INSTRUCTIONS

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic absenteeism Identify interventions 	District SIS	As of March 2015: Overall attendance rate: 96% Overall Absenteeism: 5.84% Chronic Absenteeism Rate: 8.93% of SWD absent 10 or more days 7.65% of LEP absent 10 or more days	Chronic absenteeism continues to be an area that needs to be addressed, especially within the Spec. Ed. and LEP population. Does the absentee rate truly reflect a problem of schoolwide absenteeism or is the real issue chronic absenteeism for a small number of families? New district policies require that students that are out of country be marked absent daily. This may result in a higher chronic absenteeism rate, however the data is falsely elevated.
Attendance (Staff)	The average daily attendance for staff	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade /department Identify chronic absenteeism Identify reasons for absenteeism 	Personnel system; Professional development schedule	Overall: 96.3% (YTD)	Attendance rate for staff is fairly stable.
Discipline	The number of suspensions, expulsions, and incident reports	<ul style="list-style-type: none"> Identify overall rate Identify types of incidents Identify patterns by grade Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic offenders 	District SIS; School behavior management reports	Overall: 1% Incidents: The majority of incidents involve willful disobedience and classroom disruptions. Expulsion: 0 HIB reports = < 1% per month.	Support programs are in place for students who are in crisis (i.e., mental, emotional, and social instability).
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	<ul style="list-style-type: none"> Identify overall projected graduation rate Identify students who have dropped out Identify students with credit deficiencies Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify interventions 	NJ SMART, District SIS	n/a	n/a
Culture and Climate Survey	Results from survey(s)	<ul style="list-style-type: none"> Identify staff satisfaction Identify perception of environment Identify perception of support Identify perception of students behavior Identify perception of adult culture 	NJSCS reports; PBSIS; Other survey tools	Results pending	Survey is currently being completed
Instruction					

Data Review & Analysis

6

[RETURN TO INSTRUCTIONS](#)

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What does this metric tell you?

. What other forms of data would you like to review?

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none">• Identify observation ratings across school• Identify observation ratings by grade/subject/subgroup• Identify areas for feedback and professional development• Identify instructional trends• Percentage of teachers on CAP during 2014-2015	School-level evaluation reports	LOTI	Data analysis is pending

Data Review & Analysis

6

[RETURN TO INSTRUCTIONS](#)

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					
Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Common Core	All students, grades K-8 including all subgroups	Lesson plans and classroom observations; LOTI walk-through data	Not Effective	Performance targets not met.	SIOP were workshops held twice; grade level meetings were held monthly but need to be more consistent and should be held twice a month. Challenges include unpacking the common core for all teachers and providing additional PD around implementation strategies.
"Fact Fluency" initiative in Math	All students, grades 2-8 including all subgroups	Benchmark 1-4, Pre and Post	Effective	Teachers met their SGOs which indicated students achieved set classroom growth goals.	Intervention packets (Fast Eddie) provided for teachers (for benchmarks 1 and 2) and also available online for "cloning." These packets mirror the benchmark post-test. Challenges include the need for additional math PD, additional and more consistent collaboration, and macro-planning at all grade levels.
After School program	Title III (Gr. 2-8) Math and ELA and Title I (Gr. K-8) Math and ELA	Attendance, teacher lessons plans, NJASK scores	Not Effective	Performance targets not met.	After school was offered 3 days a week. Students were fed dinner each day. Challenges included teachers being assigned to unfamiliar grade levels, lack of supplies, and lack of curriculum development to guide instruction. Attendance was inconsistent (students and staff) and some classes were overcrowded. After school sports programs interfered with attendance being consistent.
Summer School	All students, grades K-8 including all subgroups	Attendance, teacher lesson plans, NJASK scores	Not Effective	Performance targets not met.	District prescribed summer school program (2014).

Data Review & Analysis

6

[RETURN TO INSTRUCTIONS](#)

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What does this metric tell you?

. What other forms of data would you like to review?

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends

Root Cause Analysis

7

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

[RETURN TO INSTRUCTIONS](#)

Modifying Cells to Display Text

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	The two lowest performing subgroups did not meet the ELA performance target for the 2014-15 school year.	High student to teacher ratio with an increase in special education population. Lack of ELA interventions at both primary and intermediate grade levels. Limited and inconsistent use of differentiated instruction focusing on a variety of strategies. Lack of inter-rater reliability may impact effective evaluation of student performance and formation of intervention groups.	1: Via regular Professional Learning Community (PLC) meetings, teachers will share and analyze data and adapt instructional strategies, working with available support teachers, to effectively plan for small group	3 - Effective Instruction
			2: Beginning of the year focused writing prompts will allow teachers to identify students who are performing below the minimal level of proficiency (rubric score of 2). Teachers will differentiate assignments and assessments	4 - Curriculum, Assessment & Intervention System
			3: Grade level teams will collaborate to ensure that grade level writing rubrics are used with consistent inter-rater reliability across all grade levels. For Grades 3-8, the scoring rubric will follow PARCC format and criteria,	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	The two lowest performing subgroups did not meet the Math performance target for the 2014-15 school year.	Teachers at varying levels of subject area expertise. Lack of cohesiveness within grade level including lack of common planning and inconsistent communication with Spec. Ed., ESL, and BSI teachers. Lack of professional development results in inconsistent use of data to drive instruction. Teachers are not trained in coteaching models and/or strategies. Delays in data completion hinder focused planning. Small group instruction and intervention groups (BSI/Spec. Ed./ESL) must provide scaffolding of grade level content accompanied by modifications	1: Staff placement will be aligned with the needs of the grade level based on certification, training, and areas of expertise. Professional development will provide teachers with a better understanding of the anatomy of	5 - Effective Staffing
			2: The use of a schoolwide data management system will provide teachers timely access to a range of data analysis to inform instructional decisions and plan necessary interventions. The School Data Team will	7 - Effective Use of Time
			3: Students who have not met achievement goals will be identified. Student in the two lowest subgroups will be provided with additional support through small group instruction that provides modeling of problem solving	4 - Curriculum, Assessment & Intervention System
Climate & Culture (TP2)	The state target was not met due to a 11% absentee rate during the 2014-2015 school year.	Lines of communication between home and school are open, but underutilized. A clear definition of district policies and guidelines for attendance and truancy must be established and effectively communicated to all stakeholders. Additional efforts will be made to identify and communicate with parents of students with chronic attendance issues. Some families lack full appreciation for the value of education and are unaware of the correlation between chronic student absenteeism and student achievement.	1: District policies and guidelines regarding attendance and truancy will be clearly communicated to all families through a variety of communication methods including the parent handbook so that parents are aware of the	2 - School Climate & Culture
			2: Professional Development sessions for teachers and workshops for students will be conducted to develop an understanding of individual leadership skills and how those skills can contribute to success for all students.	2 - School Climate & Culture
			3: Outstanding attendance will be recognized and celebrated each month using a new incentive and/or recognition programs and families will be invited to attend quarterly awards ceremonies (for all students	8 - Family Engagement
Family & Community Engagement (TP8)	Lack of parental understanding has limited academic achievement and student involvement in the College and Career Readiness programs established in the 2014-2015 school year. Parents participate by attending meetings, but families are not truly engaged in the educational process and thereby have not supported student academic growth.	Cultural norms/family obligations limit awareness and commitment to future college and career paths.	1: Create open communication channels for all families to work collaboratively to support academic goals, student achievement, and college & career readiness.	8 - Family Engagement
			2: Form a Family Involvement Committee to develop an internal and external whole-school campaign to foster understanding of educational goals and requirements along with guidance for how families can become	1 - School Leadership
			3: Collaborate with community groups and cultural organizations to develop a variety of school-wide events that merge the educational goals of TAS while celebrating our diverse student population.	8 - Family Engagement

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

Do not base goals on data that will be

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable?	80% of the students within the two lowest subgroups will demonstrate improvement in writing skills (increase of one rubric score) by the end of the 2015-2016 school year.	Turnaround Principle Addressed
Performance Challenge Being Addressed	The two lowest performing subgroups did not meet the ELA performance target for the 2014-15 school year.	
Strategies to Address Challenge	1: Via regular Professional Learning Community (PLC) meetings, teachers will share and analyze data and adapt instructional strategies, working with available support teachers, to effectively	
	2: Beginning of the year focused writing prompts will allow teachers to identify students who are performing below the minimal level of proficiency (rubric score of 2). Teachers will	
	3: Grade level teams will collaborate to ensure that grade level writing rubrics are used with consistent inter-rater reliability across all grade levels. For Grades 3-8, the scoring rubric will	
Target population [Focus school subgroups only]	ESL and Special Education students	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	By 11/15/15, the focused writing prompt will be administered for the 2015-16 school year and at-risk students in need of intervention (rubric score <2) will be identified.	PPMCC will be used in-house to track student growth in writing.	
EOC2 1/15/2016	By 1/15/16, 50% of students within the lowest subgroups will have completed one published writing piece with a rubric score of 2 or higher.	PPMCC will be used in-house to track student growth in writing.	
EOC3 3/15/2016	By 3/15/16, 60% of students within the lowest subgroups will have completed one published writing piece with a rubric score of 2 or higher.	PPMCC will be used in-house to track student growth in writing.	
EOC4 5/15/2016	By 5/15/16, 70% of students within the lowest subgroups will have completed one published writing piece with a rubric score of 2 or higher.	PPMCC will be used in-house to track student growth in writing.	
EOC5 6/30/2016	80% of the students within the two lowest subgroups will demonstrate improvement in writing skills (increase of one rubric score) by the end of the 2015-2016 school year.	PPMCC will be used in-house to track student growth in writing.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Teachers will document increased the use of technology in weekly lesson plans (TrueFlix, CNN News for Kids, BrainPop Junior, Freedom Flix, TeenBiz, NY Times Upfront for Kids) to promote and expand daily writing across the curriculum, beginning with basic keyboarding skills in the primary grades.	3 - Effective Instruction	7/1/2015	6/15/2016	Principal, Vice Principal, Teachers

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

4	2	Data team members will develop the 2015-16 class rosters and compile student data spreadsheet for distribution in September for all classrooms in order to immediately identify and plan interventions for students who are at-risk.	4 - Curriculum, Assessment & Intervention System	7/1/2015	8/31/2015	Principal, Vice Principal
5	1	TAS Summer Institute will provide professional development opportunities for TAS staff focusing on topics pertinent to the goals of the 2015-16 SIP.	3 - Effective Instruction	7/1/2015	8/31/2015	Principal, Vice Principal, TAS School Leadership Team
6	1	Set a schedule for PLCs to meet with Building Administrators and teachers (BSI, ESL, and Spec. Ed. included) in order to ensure cross-grade level articulation and effective use of data throughout the school year.	7 - Effective Use of Time	7/1/2015	9/15/2015	Principal, Vice Principal, ELA coaches
7	1	Establish adequate work areas for System 44 and Read 180 instruction with a focus on students within the lowest subgroups, utilizing adaptive technology (the Writiting Zone component) to support the demands of writing electronically.	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/30/2015	Principal, Vice Principal
8	1	Order classroom supplies and materials necessary for System 44 and Read 180.	4 - Curriculum, Assessment & Intervention System	7/1/2015		Principal, Vice Principal
9	1	The School Leadership Team will attend the RAC Summer Institute scheduled by RAC 7 to continue the planning process and ensure full implementation of the SIP during the 2015-16 school year.	1 - School Leadership	8/1/2015	8/30/2015	Principal, Vice Principal, TAS School Leadership Team
10	1	Beginning in August, district trainer will provide LLI training for staff members identified by administration based on teaching assignment to ensure more consistent instructional support and interventions for students in the two lowest subgroups.	4 - Curriculum, Assessment & Intervention System	8/1/2015	6/30/2016	Principal, Vice Principal, Trainers
11	1	Beginning in August, district trainers will provide System 44 and Read 180 training for staff members identified by administration based on teaching assignment to ensure more consistent instructional support and interventions for students in the two lowest subgroups.	4 - Curriculum, Assessment & Intervention System	8/1/2015	6/30/2016	Principal, Vice Principal, Trainers
12	1	Beginning in September, RAC trainer will provide SIOP Training for staff members identified by administration based on teaching assignment to ensure more consistent instructional support and interventions for students in the two lowest subgroups.	4 - Curriculum, Assessment & Intervention System	8/1/2015	6/30/2016	Principal, Vice Principal, Trainers
13	3	Grade level teams will collaborate to develop a writing scoring rubric with specific criteria to ensure consistent inter-rater reliability within and across all grade levels. The scoring rubric will follow PARCC format and criteria and will be based on a 0-4 rating scale.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/15/2015	Grade Level Teams
14	2	Starting in September, district trainers will provide professional development for all staff focusing on the interpretation of WIDA scores (Can Do indicators), inter-rater reliability, and other topics focusing on enhancing classroom instruction.	4 - Curriculum, Assessment & Intervention System	9/1/2015	2/29/2016	Principal, Vice Principal, Trainer
15	2	Teachers will administer aligned formative assessments in ELA across all grade-levels every six to eight weeks, according to the district assessment schedule, and use outcomes to effectively drive instruction.	3 - Effective Instruction	9/8/2015	5/31/2016	K-8 teachers, coaches, vice principal, and principal
16	1	In addition to daily writing workshop classroom instruction, ESL teachers will model, reinforce, and support writing about reading, and the tasks that match the WIDA Features of Academic Language Standards, to prepare students to demonstrate proficient writing on PARCC and ACCESS for ELL assessments.	3 - Effective Instruction	9/8/2015	6/15/2016	Principal, SIOP trainer, ESL Coaches

8.i

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 2

8.ii

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Teachers will implement the CCSS, administer benchmark assessments three times a year, and use the data analysis to modify instruction and provide interventions in order to increase the math proficiency of students in the subgroups by an average of 35% above the 2014-2015 baseline for each Benchmark assessment.
Performance Challenge Being Addressed	The two lowest performing subgroups did not meet the Math performance target for
Strategies to Address Challenge	1: Staff placement will be aligned with the needs of the grade level based on certification, training, and areas of expertise. Professional development will provide teachers with a better 2: The use of a schoolwide data management system will provide teachers timely access to a range of data analysis to inform instructional decisions and plan necessary interventions. The 3: Students who have not met achievement goals will be identified. Student in the two lowest subgroups will be provided with additional support through small group instruction that
Target population <i>[Focus school subgroups only]</i>	ESL and Special Education students

Turnaround Principle Addressed

5 - Effective Staffing

7 - Effective Use of Time

4 - Curriculum, Assessment & Intervention System

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	By 11/15/2015, students in the two lowest subgroups will improve by an average of 35% on the Benchmark 1 assessments.	District Math Benchmark Assessments, pre and post test scores	
EOC2 1/15/2016	By 1/15/2016, 25% of students within the lowest performing subgroups (SWD and LEP) will demonstrate math proficiency by averaging 75% (Grade of C) or higher in math for the 2nd marking period.	Report Cards	
EOC3 3/15/2016	By 3/15/2016, students in the two lowest subgroups will improve by an average of 35% on the Benchmark 2 assessments.	District Math Benchmark Assessments, pre and post test scores	
EOC4 5/15/2016	By 5/15/2016, students in the two lowest subgroups will improve by an average of 35% on the Benchmark 3 assessments.	District Math Benchmark Assessments, pre and post test scores	
EOC5 6/30/2016	Teachers will implement the CCSS, administer benchmark assessments three times a year, and use the data analysis to modify instruction and provide interventions in order to increase the math proficiency of students in the subgroups by an average of 35% above the 2014-2015 baseline for each Benchmark assessment.	District Math Benchmark Assessments, pre and post test scores	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
3	3	Identify students within each subgroup who have not met performance targets and immediately begin strategic interventions.	6 - Enabling the Effective Use of Data	9/1/2015	10/1/2015	Principal, Vice Principal, School Data Team, Teachers
4	2	Math PD in order to enhance the use of various instructional strategies to scaffold on-grade-level math skills and better understand specific modifications and accommodations needed. PD will also focus on effective use of data analysis.	3 - Effective Instruction	9/1/2015	6/15/2016	Principal, Vice Principal

8.ii

Enter all information for each SMART goal. Do not combine multiple action steps in one line - **list each one separately and in order of the start date**. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 2

8.ii

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

SMART Goal 3

8.iii

[RETURN TO INSTRUCTIONS](#)

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	During the 2015-16 school year, Texas Avenue school community will work to ensure that the chronic absenteeism rate is maintained at a level at or below the state target rate of 6% so that all students are afforded the optimal level of educational opportunities to advance student achievement.
Performance Challenge Being Addressed	The state target was not met due to a 11% absentee rate during the 2014-2015 school year.
Strategies to Address Challenge	1: District policies and guidelines regarding attendance and truancy will be clearly communicated to all families through a variety of communication methods including the parent handbook 2: Professional Development sessions for teachers and workshops for students will be conducted to develop an understanding of individual leadership skills and how those skills can contribute to 3: Outstanding attendance will be recognized and celebrated each month using a new incentive and/or recognition programs and families will be invited to attend quarterly awards ceremonies (for
Target population [Focus school subgroups]	ESL And Special Education students.

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

Turnaround Principle Addressed

- 2 - School Climate & Culture
- 2 - School Climate & Culture
- 8 - Family Engagement

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	By 11/15/15, 100% of parents, students, and teachers will be informed of the school policies and procedures so that families will understand the correlation between chronic absenteeism and student success. (Families of students who were chronically absent in the previous school year will be invited to a special parent workshop early in the school year.)	Signed Parent Compact, Open House sign-in sheets, Sign-in sheets from parent workshops.	
EOC2 1/15/2016	By 1/15/16, the rate of chronic absenteeism will be below the state target of 6%.	Daily attendance/tardiness records as tracked by PowerSchool.	
EOC3 3/15/2016	By 3/15/16, the rate of chronic absenteeism will be below the state target of 6%.	Daily attendance/tardiness records as tracked by PowerSchool.	
EOC4 5/15/2016	By 5/15/16, the rate of chronic absenteeism will be below the state target of 6%.	Daily attendance/tardiness records as tracked by PowerSchool.	
EOC5 6/30/2016	During the 2015-16 school year, Texas Avenue school community will work to ensure that the chronic absenteeism rate is maintained at a level at or below the state target rate of 6% so that all students are afforded the optimal level of educational opportunities to advance student achievement.	Daily attendance/tardiness records as tracked by PowerSchool.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Professional Development session with classroom teachers for more effective usage of PowerSchool, which will be used to generate daily/weekly/monthly absenteeism reports for each class.	6 - Enabling the Effective Use of Data	9/1/2015	9/15/2015	Principal, Vice Principal
2	2	Administer the My Road personality assessment in order to evaluate personality type, explore career interests, and create an online portfolio for college and career planning in order to encourage students to take on personal responsibility for attendance and academic success.	7 - Effective Use of Time	7/1/2015	8/31/2015	Principal, Vice Principal, Club Advisor

8.iii

Enter all information for each SMART goal. Do not combine multiple action steps in one line - **list each one separately and in order of the start date**. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 3

8.iii

Enter all information for each SMART goal. Do not combine multiple action steps in one line - **list each one separately and in order of the start date**. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	During the 2015-16 school year, 80% of the families within the two lowest subgroups will attend school-sponsored parent professional development (once per marking period) designed to overcome cultural and language barriers while fostering an understanding of educational goals and requirements.
Performance Challenge Being Addressed	Lack of parental understanding has limited academic achievement and student involvement.
Strategies to Address Challenge	1: Create open communication channels for all families to work collaboratively to support academic goals, student achievement, and college & career readiness. 2: Form a Family Involvement Committee to develop an internal and external whole-school campaign to foster understanding of educational goals and requirements along with guidance for how 3: Collaborate with community groups and cultural organizations to develop a variety of school-wide events that merge the educational goals of TAS while celebrating our diverse student
Target population [Focus school subgroups only]	ESL and Special Education students.

Turnaround Principle Addressed

8 - Family Engagement

1 - School Leadership

8 - Family Engagement

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	By 11/15/15, 100% of families will complete the Parent Compact and return it to school.	Parent Compacts	
EOC2 1/15/2016	By 1/15/16, 80% of the targeted families will attend the first parent professional development session.	Sign-in sheets from each school function.	
EOC3 3/15/2016	By 3/15/16, 80% of the targeted families will attend the second parent professional development session.	Sign-in sheets from each school function.	
EOC4 5/15/2016	By 5/15/16, 80% of the targeted families will attend the third parent professional development session.	Sign-in sheets from each school function.	
EOC5 6/30/2016	During the 2015-16 school year, 80% of the families within the two lowest subgroups will attend school-sponsored parent professional development (once per marking period) designed to overcome cultural and language barriers while fostering an understanding of educational goals and requirements.	Sign-in sheets from each school function.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Establish a Family Involvement Committee to bridge cultural barriers and focus on developing a calendar of school-wide events for 2015-16.	2 - School Climate & Culture	9/1/2015	11/15/2015	Principal, Vice Principal
2	1	Communications via ConnectEd (automated communication system) will be transmitted to parents (reminders for school events, special announcements, etc).	2 - School Climate & Culture	9/1/2015	6/30/2016	Principal, Vice Principal

8.iv

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 4

8.iv

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

Budget Summary

9

[RETURN TO INSTRUCTIONS](#)

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION						
Personnel Services - Salaries	100-100	\$ -	\$ 8,352.00	\$ -	\$ -	\$ 8,352.00
Purchased Professional & Technical Services	100-300	\$ -	\$ 68,600.00	\$ -	\$ -	\$ 68,600.00
Other Purchased Services	100-500	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	100-600	\$ -	\$ 13,975.00	\$ -	\$ -	\$ 13,975.00
Other Objects	100-800	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - INSTRUCTION		\$ -	\$ 90,927.00	\$ -	\$ -	\$ 90,927.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	\$ -	\$ -	\$ -	\$ -	\$ -
Personnel Services - Employee Benefits	200-200	\$ -	\$ 639.00	\$ -	\$ -	\$ 639.00
Purchased Professional & Technical Services	200-300	\$ -	\$ -	\$ -	\$ -	\$ -
Purchased Property Services	200-400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ 3,700.00	\$ -	\$ -	\$ 3,700.00
Travel	200-580	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	200-600	\$ -	\$ 5,428.00	\$ -	\$ -	\$ 5,428.00
Other Objects	200-800	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Costs	200-860	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ -	\$ 9,767.00	\$ -	\$ -	\$ 9,767.00
Buildings	400-720	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Equipment	400-731	\$ -	\$ -	\$ -	\$ -	\$ -
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - FACILITIES		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COST		\$ -	\$ 100,694.00	\$ -	\$ -	\$ 100,694.00

SIP Development Confirmation Page

[RETURN TO INSTRUCTIONS](#)**10**

Before finalizing your SIP, please make sure that you have addressed the following:

Please insert an "X" in the box for all completed actions.

- ☒ The School Improvement Plan addresses all eight turnaround principles.
- ☒ The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- ☒ The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
- ☒ Literacy
 - ☒ Math
 - ☒ Climate and Culture
 - ☒ Family & Community Engagement (TP8)
- ☒ All of the SMART goals and the interim goals are outcomes-based.
- ☒ The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
- ☒ [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By Charles Wilson

Date Completed 16-Jun-15

	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
Turnaround Principles		
1 - School Leadership	1	1
2 - School Climate & Culture	2	5
3 - Effective Instruction	1	6
4 - Curriculum, Assessment & Intervention System	2	11
5 - Effective Staffing	1	4
6 - Enabling the Effective Use of Data	1	5
7 - Effective Use of Time	1	5
8 - Family Engagement	3	10